DOCUMENT RESUME

ED 149 062 08 CE 014 298

TITLE	Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B--Instructional Planning.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	36p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Criterion Referenced Tests; *Educational Planning; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; *Lesson Plans; Performance Based Education; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Teacher Education Curriculum; *Teaching Skills; Teaching Techniques; *Vocational Education

ABSTRACT

This fourth in a series of six learning modules on instructional planning is designed to help secondary and postsecondary vocational teachers develop skills necessary to write a lesson plan and ability to use a lesson plan form effectively. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, lesson plans to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

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ED149062

MODULE

B-4

Develop a Lesson Plan

MODULE B-4 OF CATEGORY B—INSTRUCTIONAL PLANNING
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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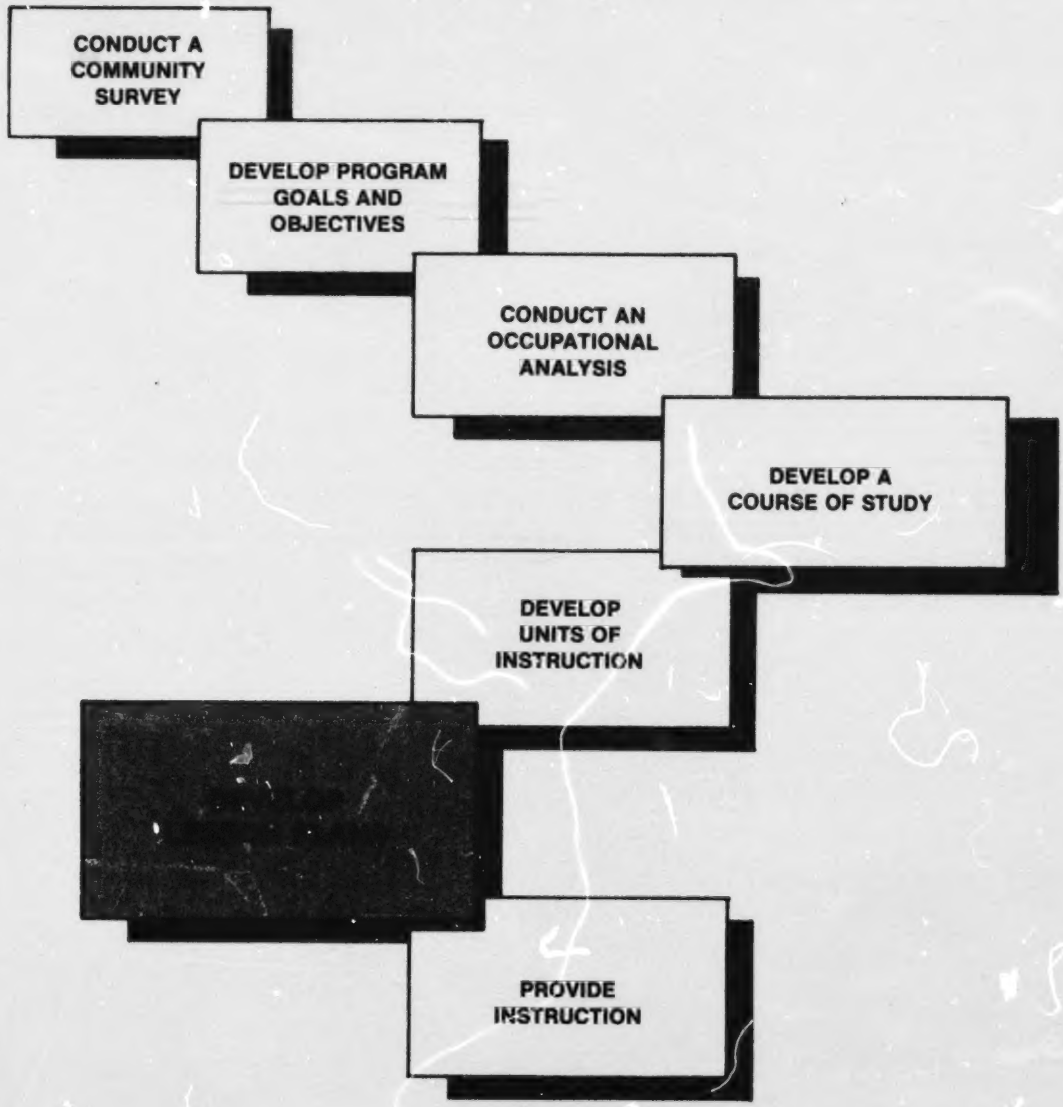
1977
Second printing.
ISBN: 0-914452-54-1

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 298


CONDUCT A COMMUNITY SURVEY
DEVELOP PROGRAM GOALS AND OBJECTIVES
CONDUCT AN OCCUPATIONAL ANALYSIS
DEVELOP A COURSE OF STUDY
DEVELOP UNITS OF INSTRUCTION
PROVIDE INSTRUCTION

CURRICULUM DEVELOPMENT PROCESS

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Given a course and a group of students to teach, how can a teacher be sure that the information to be conveyed to students is pertinent, and that it is presented in the most appropriate order utilizing the best supporting materials? How can one be sure the students have learned what was taught? The teacher can overcome all these areas of uncertainty by careful planning: planning for the year, for the semester, for the unit, for the week, and for the day. Since it is the daily lesson plan which ultimately forms the basis for conducting the actual class proceedings, it is vital that each teacher be competent at, and comfortable with, writing daily lesson plans.

This module is designed to help you to gain the skills necessary to write a lesson plan. However, two levels of competency are involved: first, you must have knowledge of the parts of the lesson plan and how they fit together, i.e., **knowledge of the form itself;** secondly, once you have attained competency in teaching skills and techniques, you need to be able to bring that knowledge together into a well-conceived, teachable lesson plan, i.e., **ability to use the form effectively.**

A simple analogy can illustrate this two-step process of building competency. Picture one of those simple jigsaw puzzles for children which come in a frame with lines marked on the center section of the frame to indicate the shapes so the child can easily match the pieces to the shapes. It's a jigsaw puzzle for beginners. The first part of this module gives you that frame. Armed with the frame, you can then go to the other modules—the puzzle pieces—and fit them into the frame piece by piece. Imagine each of the pieces in the illustration is labeled. One might be labeled "Present an Illustrated Talk." Still another might be labeled "Develop Student Performance Objectives." As you pursue these modules—these puzzle pieces—you will need to be aware of their place in lesson planning. Ultimately, you will have the competence to fit the pieces together within that lesson plan framework, thus completing this module.

Therefore, you will be taking this module in two parts. The first three learning experiences will serve as the prerequisite for all other modules you take requiring competency in lesson planning, but the final learning experience can be completed only after you have attained competency in a minimum number (to be specified by your resource person) of all the other modules.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, develop a lesson plan. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, critique a given lesson plan (*Learning Experience I*).
2. Utilizing your present knowledge of how to teach, write a preliminary lesson plan (*Learning Experience II*).
3. During the remainder of your teacher training experience, complete a minimum number of modules containing those skills necessary to write effective daily lesson plans (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Sample lesson plans or lesson plan formats in your service area which you can review.

Learning Experience II

Required

A resource person to evaluate your preliminary lesson plan.

Optional

Two peers to work with in developing various types of lesson plans.

Learning Experience III

Required

A resource person to help you determine the additional modules you need to complete to write an effective lesson plan.

A resource person to verify your successful completion of these modules.

Learning Experience IV

Required

An actual school situation in which you can develop a lesson plan.

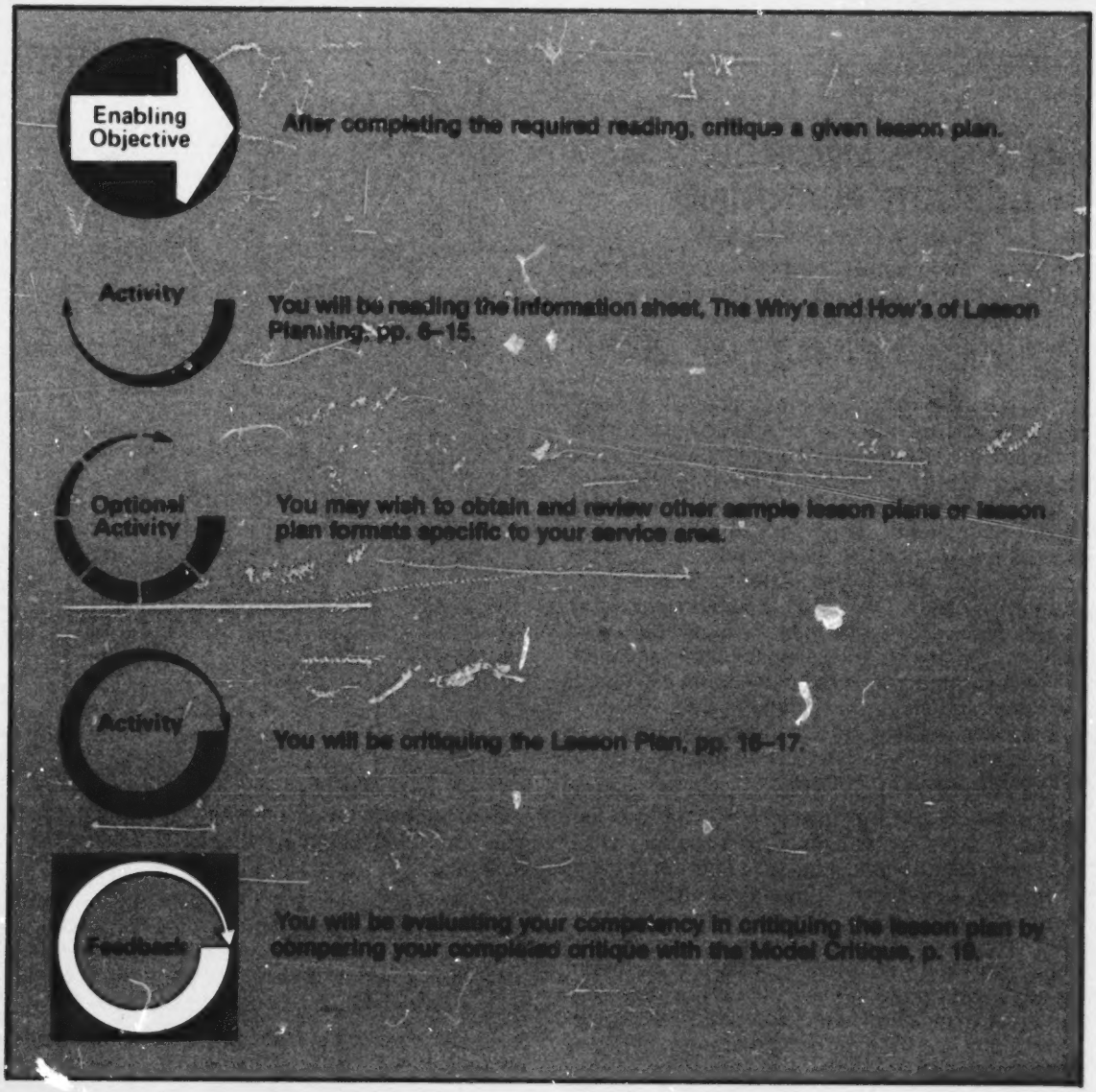
A resource person to assess your competency in developing a lesson plan.

This module covers performance element numbers 62–69 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, critique a given lesson plan.
Activity
You will be reading the information sheet, The Why's and How's of Lesson Planning, pp. 6–15.
Optional Activity
You may wish to obtain and review other sample lesson plans or lesson plan formats specific to your service area.
Activity
You will be critiquing the Lesson Plan, pp. 16–17.
Feedback
You will be evaluating your competency in critiquing the lesson plan by comparing your completed critique with the Model Critique, p. 18.

7

Activity

For information concerning the purpose of lesson planning, and the major components of a good lesson plan, read the following information sheet:

THE WHY'S AND HOW'S OF LESSON PLANNING

In all of the literature, no two educators agree completely on the content and form of a lesson plan; however, the one point they all agree on is that **all** teachers need to do some form of lesson planning.

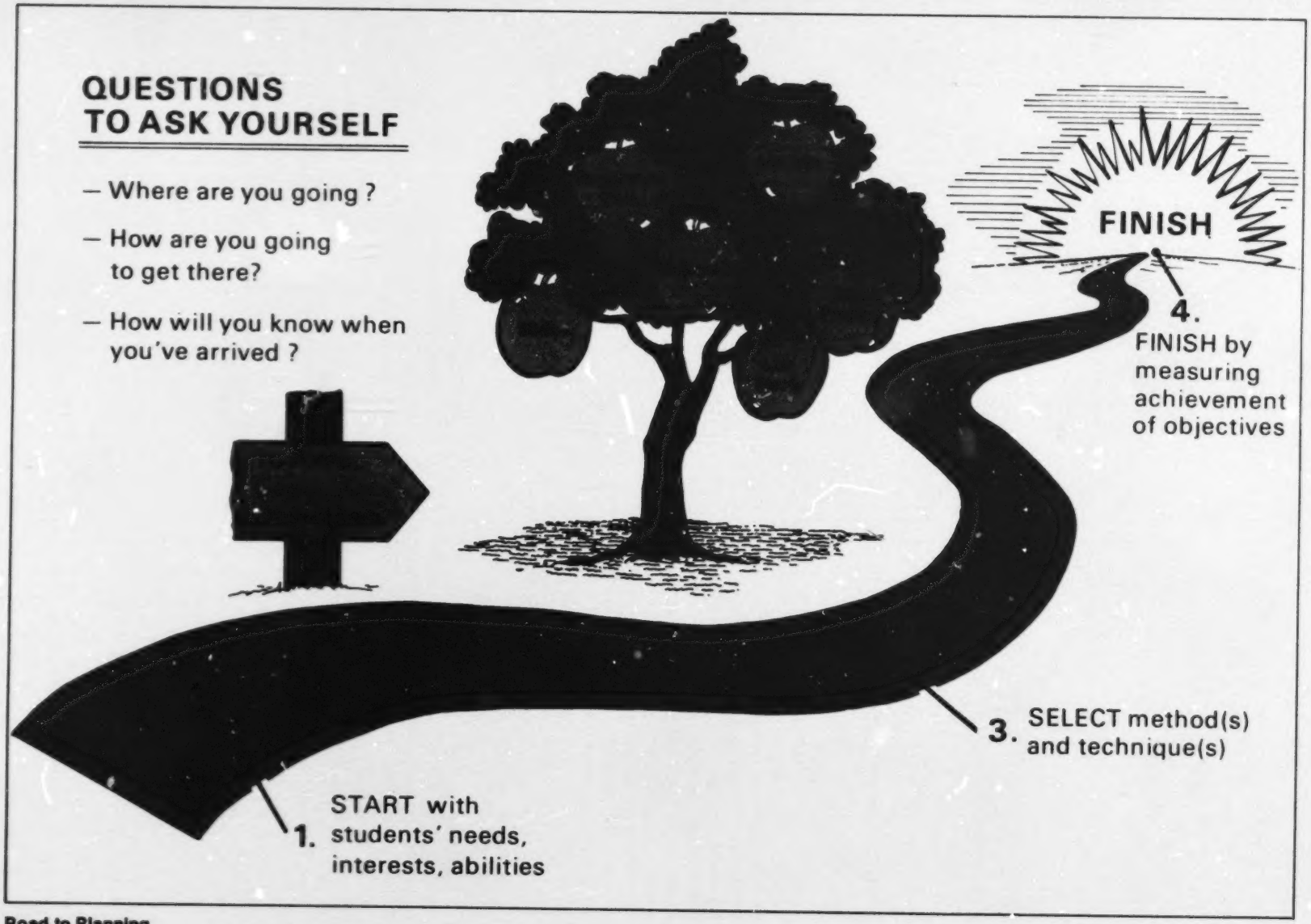
Why is daily lesson planning so vital to the teaching process? The overworked analogy of the cook in the kitchen shows why. Novices attempting to create an edible meal need to know when the meal is to be served and how much time each item needs to cook before they can know when to start each item. They need recipes to show them how to prepare each item. These recipes indicate **time, quantities, order.** They need to know what foods go best with other foods to make a well-balanced meal. In other words, they need to plan in advance. As these cooks become more and more proficient, their planning stages may become less visible to an onlooker, but they are still there; they just come more easily since they have developed the habit of thinking in planning patterns.

Likewise, beginning teachers need to prepare thorough plans to guide their instructional efforts. In order to make a plan, you have to think through (1) where you're going, (2) how you're going to get there, and (3) how you'll know when you've arrived. You are visualizing just what you will do when you walk into the classroom. In addition, through good planning you can anticipate problems and plan, in advance, to eliminate or overcome them. You have probably had the experience of studying for an exam and feeling you really **knew** the material—that is, until you were asked to **use** it on the test. At this point, you realize that you were just **aware** of the material. When you have to explain material to someone else, an in-depth comprehension of the material is needed; this takes careful planning, and through the planning process one really masters the material. Planning also allows you to anticipate what your needs will be for supplies, tools, equipment, and other support materials. All of these organizational efforts are ultimately a **time** saver. As you plan on paper, you will weed out the extraneous and save the essential.

In the classroom, the plan serves as a handy guide during the presentation. The fact that your lesson is well planned should give you confidence, give your students a sense of security, and give your lesson a sense of purpose and direction.

Finally, since daily plans grow out of unit plans[1] or weekly plans, daily plans help keep the teacher on track in his/her overall goals, thus providing for continuity in the course and in student learning.

1. To gain skill in unit planning, you may wish to refer to Module B–3, *Develop a Unit of Instruction.*


QUESTIONS TO ASK YOURSELF
– Where are you going ?
– How are you going to get there?
– How will you know when you've arrived ?
FINISH
4. FINISH by measuring achievement of objectives
3. SELECT method(s) and technique(s)
1. START with students' needs, interests, abilities

Road to Planning

What Is a Lesson Plan?

A lesson plan is a simply stated, clearly written, flexible and individualized teacher aid for conducting a class. It is individualized in two senses: (1) it is based on the individual needs, interests and abilities of the students;[2] and (2) it is formatted according to the goals, needs, and style of the teacher. Although forms for writing lesson plans vary, basically there are three major sections to each plan: (1) lesson approach; (2) lesson development; and (3) lesson summary. In addition, lesson plans usually include some preliminary information. The following is a discussion of this preliminary information and of the three major sections and their components.

Preliminary Information

Somewhere at the top of your lesson plan, you need to identify certain information. Various forms have you list the **subject** being taught (i.e., Basic Shop Practice), the **date** the plan will be used, the **unit** title, the title of the **lesson,** the **grade level** of the students, the **hour** or **period** the class meets, or **teacher's name.** How much of this information you specify will depend on your needs. A teacher responsible for several subjects may wish to specify "subject." A teacher responsible for teaching the same subject to various classes may wish to specify "class." A teacher involved in team teaching may wish to put his/her name on the plan.

Lesson Approach

The critical components in the lesson approach section of planning are the aims or objectives, and the lesson introduction. The **aims, objectives, goals,** whichever you call them, are the "where are you going" portion of your plan. The objectives for the daily lesson plan are drawn from the broader objectives of the unit plan. Students can and should be involved in selecting objectives for the daily plan. For instance, one of the objectives of a unit plan may be to "list ways of getting a job." As a result of this activity, students could indicate to you areas in which more information is needed; i.e., a need to be able to actually fill out an application, or a need to be able to prepare a résumé.

Based on this input, you are then able to write specific objectives for daily lesson plans designed to meet those needs. These should be **stated in terms of the student,** not the teacher. You do not state what you will do, but what students will be able to do as a result of the instruction. Your objective is not "to explain how to write a résumé"; rather, the objective would be "The student **will develop a résumé,**" or "The student **will demonstrate knowledge** of what goes into a résumé." This brings up a second point: the objectives must be **stated in terms of performance,** or of observable behavior. Note the verbs "develop" and "demonstrate" in the objectives above; these show action and indicate something to be performed. Thirdly, objectives need to contain information concerning the **conditions under which the performance will be accomplished;** e.g., "**Given four sample résumés,** the student will develop his own résumé." Fourthly, the objective must include the **criterion** on the basis of which satisfactory attainment of the objective will be judged; e.g., "Given four complete résumés, the student will develop

2. To gain skill in determining the needs and interests of students, you may wish to refer to Module B-1, *Determine Needs and Interests of Students.*

his own résumé **containing complete information in each of the necessary categories as indicated by the samples.**" Two final points: (1) each statement should contain only one objective, one type of performance; and (2) any statement should be written so that it can easily be understood by both teachers and students.

In the **Introduction** component of your lesson plan, you determine how you will acquaint your students with the specified objective(s) for the lesson. One major purpose of the introduction is to orient students to (1) what the objectives of the lesson are, (2) how the lesson relates to them, (3) how it relates to their past classroom activities, and (4) what will be expected of them. Two other functions of the introduction are (1) to get the attention of the students, and (2) to motivate them sufficiently to hold their attention. There are various methods which can be used to achieve these purposes: telling an interesting related story or anecdote, giving a brief demonstration, asking provocative questions, or presenting background information. Preferably, students should be involved in some way, by suggesting answers to the provocative questions, assisting in the demonstration, sharing their related experiences, or some other form of student-teacher interaction.

Lesson Development

Once you have determined where you are going, and have planned how to introduce this to your students, you need to determine how to get there. You need to select the most appropriate **technique** or **method** with which to **communicate** the material to the students, and you need to select the most appropriate **learning experiences** via which students can **apply** the material. Many learning experiences are specified in curriculum guides and other instructional materials. By looking in these resources, you can get many good ideas. Numerous variables determine what is "appropriate." Obviously, your objectives will be the primary basis for selection. As previously mentioned, one determinant is the individual needs, interests, and abilities of the students. Another is whether you want students to learn (1) a skill, (2) an idea or concept, (3) an attitude, or (4) a value. What time and resources you have available further limits your choices. The following is a list of sample techniques and learning activities:

Audiotape
Brainstorming
Bulletin board
Buzz groups
Chalkboard
Committees
Community study
Computer
Debates
Demonstration
Discovery
Discussion
Displays
Dramatizations
Drill and practice
Exhibits
Field trips/research
Film loops
Films
Filmstrips
Flannel boards
Flip chart
Games
Graphics
Homework assignment
Illustrated talk
Independent study
Information sheets
Investigation/reporting
Laboratory work
Large-group/small-group instruction
Library research
Listening
Listing or diagramming
Models
Oral recitation
Panels/symposiums
Problem-solving
Programmed materials
Projects
Question and answer
Reading out loud
Real objects
Resource persons
Review
Role-playing
Simulation
Slides
Speaking
Step-by-step procedure panels
Supervised study
Team teaching
Television
Transparencies
Verbal illustrations
Videotape
Visual illustrations
Work-study
Writing

It is difficult to break that list into (1) techniques for conveying information, and (2) activities for providing students with opportunities for applying the information, since many of the items could be used in both ways. If, for example, you use selected students to demonstrate a manipulative skill to other students, the selected students are practicing the skill, applying what they know. Likewise, the order of usage is not set in stone. Some of the literature specifies that assignments be made during the lesson approach; this would give students a further idea of where they are going and what will be expected of them. Other texts suggest that the assignment be a summarizing activity. Some schools provide specific time during the class period for supervised study—an assignment done in class with the teacher available to help.

When you have considered all the variables, then you can sort through the techniques and activities, considering the advantages and disadvantages of each in terms of your specified variables. You are not necessarily looking for **one** technique and **one** learning experience. The use of several techniques in combination can be very effective

and can help maintain student interest, and if learning experiences are selected based on student needs, interests, and abilities, it should be fairly obvious that several experiences should be prepared to provide for the needs, etc., of the varied individuals in your class.

The **content** or **subject matter** or **concept** section of the lesson plan is determined by the objective(s) of the lesson. The format of this content section may vary. Some people plan the content in outline form, others write in paragraph form. Many times the technique(s) determine how

you plan the content. For example, if you chose "demonstration," you would need to list, in detail, the steps of the demonstration in the exact sequence they are to be performed, and you would probably need to include any special safety rules involved in the activity. If you chose to "give a brief explanation," you would need to outline the information to be explained. If you chose "discussion," you would need to prepare a list of key questions to guide the discussion and keep it moving. Remember, the content needs to relate to the achievement of your objective(s), and to each individual in your class.

It would be appropriate at this point to mention **resources** and **materials.** These include all the physical tools of the trade: media or audiovisual aids, reading material, machinery, equipment, tools, supplies, bulletin boards, graphs, etc. If you refer to the list of techniques and activities, you will see a large number of these aids listed. Relative to these aids, you have two tasks to complete for the lesson development section of your plan: you must **select** appropriate aids to support the objectives and content of your lesson; and you must **plan** to have these aids available. Although this discussion is being presented under "Lesson Development," media and aids can and should be used to support or enhance the lesson during the approach, the development, and the summary. It is being discussed in only one place simply to avoid repetition. When you have determined the resources which would aid your students in meeting the objectives, you need to plan to select and obtain, or to prepare these resources. They should then be listed in the plan. Back to the recipe analogy: It's easy to try to bake a casserole from memory and then to realize halfway through that you neglected to buy one of the necessary ingredients. With these items listed, you're more likely to be prepared.

Lesson Summary

There are two major activities which occur in this section of the lesson: (1) summarizing the lesson; and (2) evaluating students' attainment of the objectives. These two activities need not necessarily occur in that order: summary first, then evaluation. There will be times when an evaluation will logically precede the formal summary (see Model Lesson Plan: Informational, p. 12).

The **summary** component is the place in your plan where you determine means for (1) pulling the loose ends together, (2) drawing conclusions, (3) evolving generalizations, and/or (4) reiterating major concepts. By use of key questions requiring student responses, you can informally evaluate whether the lesson objectives have been met. Of primary importance is to relate all that has gone on during class back to the lesson objective(s), and to relate again what has occurred to past and future lessons. In other words, the summary should reinforce for students where they were headed, where they have been, where they should be now and why, and where they will go from here.

The **evaluation** component is the tool for determining if, in fact, the students are where they should be now (i.e., have they reached the lesson objective?). The method of evaluation you select should be based on the type of objective the students are trying to achieve. For example, if the goal is for students to attain competency in performing a skill, a paper-and-pencil test will not measure that performance competency. Instead, you could develop a checklist, observe the student performing the skill, and rate the proficiency of performance.

You are probably familiar with most forms of evaluation as a result of your own schooling. A short list of possible evaluation techniques follows:

- Recall-type items
  - True-false
  - Multiple-choice
  - Completion
  - Fill-in-the-blanks
  - Listing
- Essay questions
- Oral questions
- Performance tests
  - Checklist
  - Rating scale
- Standardized tests

The specific criteria for evaluation should be established cooperatively with the students. Just as they should have been involved in establishing the initial objective(s), students should help to set the standards by which they will ultimately be evaluated. If these criteria were stated in terms of observable behavior, then measurement is possible. Any job-related criteria chosen should be based on the attributes and performance standards necessary for entry-level employment, since it is the real world for which you are preparing these students.

One final note on student evaluation. Since you are dealing with individuals, one type of evaluation device may not meet all their needs or abilities. A variety of methods of evaluation may need to be selected to provide for these individual differences.

There are three other items that need to be considered in planning a lesson: announcements, time, and notes.

Announcements are those items of business not related to the lesson content: a meeting of the student vocational organization, an assembly, the due date for independent study projects, etc. To make sure the item gets mentioned, and to make sure valuable class time isn't taken up with interruptions, any announcements should be written into the lesson plan, and scheduled for a particular time during the class period (i.e., during a break, at the very beginning, or at the very end).

It is especially valuable for the beginning teacher to indicate beside each activity in the lesson plan how much **time** the activity may take. Comparing the estimated time to the actual time used will allow a teacher to make more accurate estimates as time goes on. Time is a vital consideration. Nothing is more uncomfortable or less productive than 15 idle leftover minutes, or a lesson cut short prematurely. Good planning prevents these dilemmas from occurring.

Finally, a good plan should have a space for **notes.** This is another type of evaluative device, but this time it is the plan which is being evaluated. Immediately following the class period, you should write down, on the plan itself, any comments or any questions you have relative to the plan and its effectiveness in helping you to achieve your stated objectives. What things worked? What things didn't work? What things didn't get covered? What questions were raised that need further clarification? How accurate were your time allotments for the various activities? These notes serve two purposes: (1) they can be generalized and thus help you in writing other plans; and (2) should you need to teach the same lesson at a future date, these notes can suggest needed improvements.

On the following pages are examples of three lesson plans: one is a completed model of an informational-type lesson plan; two are blank forms, one for a manipulative skills lesson, and one for a problem-solving or managerial lesson.

SAMPLE 1

MODEL LESSON PLAN: Informational

UNIT:	Job Opportunities
LESSON TOPIC:	Ways of Getting a Job: The Résumé
OBJECTIVE:	Given four sample résumés, the student will develop his own résumé containing complete information in each of the necessary categories as indicated by the samples.
INTRODUCTION: 5 minutes	This past week we have been talking about various ways of getting a job. Today, I want you to assume that you will be completing vocational training soon and have been watching the "help wanted" column in the local newspaper. This morning you noticed a job opening that appeals to you, but the ad suggests that you send a résumé to Box 47 in care of the local paper. The only way that you can secure further information regarding this position is by sending your résumé to a box number. What are you going to do, give up? What is a résumé? What will the prospective employer do with it? Where can you get one? These are a few of the questions that we will try to answer using some sample résumés. At the completion of this lesson you will have a personal résumé that you have developed. When that job opening comes along, you will be prepared.
METHOD:	Discovery Supervised Individual Activity
LEARNING ACTIVITY: 10 minutes	Students will study the four samples individually to discover for themselves the types of information contained in a résumé and the format required.
20 minutes	Based on what they have discovered, each student will prepare his own résumé, rough draft.
RESOURCES:	Copies of four teacher-prepared sample résumés for each student.
EVALUATION: 15 minutes	Students will pair off, trade papers, and discuss each résumé, evaluating the completeness of each on the basis of the four samples. Each student will then make a final draft of his résumé incorporating any necessary revisions. Final evaluation will be made by the teacher using the four samples as guidelines.
SUMMARY:	Question and Answer
15 minutes	Point #1: The objective of this lesson was to develop a résumé containing information appropriate for job application. Point #2: What is a résumé? Point #3: What information should a résumé contain? Point #4: Why should careful attention be given to the preparation of the résumé?

SAMPLE 2

MODEL LESSON PLAN: Manipulative Skills

Unit _____
Lesson _____

JOB (or operation):

AIM (or purpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students)

II. PRESENTATION (of the skills):

Operations or Steps	Key Points (things to remember to do or say)

(Additional blank sheets can be ruled into two columns for notes for presentation step.)

Operations or Steps	Key Points (things to remember to do or say)

III. APPLICATION (practice by students under close supervision)

IV. TEST (performance of skill to acceptable standards)

Suggested Reading for Students:

SAMPLE 3

MODEL LESSON PLAN: Problem-Solving or Managerial

UNIT:

LESSON TOPIC:

OBJECTIVE:

INTRODUCTION: [Identification of Problem (informal)
Statement of the Objective (formal)]

time

METHOD: [Problem-Solving or Managerial]

time

KEY QUESTIONS TO ASK TO IDENTIFY FACTORS	FACTORS TO BE IDENTIFIED

RESOURCES: [list of resources for students to use in locating information needed to solve problem]

time

SUMMARY: [draw conclusions to the problem]

time

EVALUATION:

If you are interested in seeing more sample lesson plans or lesson plan formats specific to your service area, you may wish to check one of the following sources: inservice teachers, a resource person, a library, or a resource center. Try to locate a variety of forms for a variety of situations.

You might also want to discuss planning guidelines with an inservice teacher or resource person. You may wish to structure the discussion around certain key questions, e.g.:

- What basic form or forms does he or she use in planning?
- Does he/she use different forms for different purposes?
- How much information do these forms include?
- How does he/she involve students in the lesson planning process?
- How much time does he/she spend each week in preparing lesson plans?

Below is a Lesson Plan which is partially incorrect and/or incomplete. Based on the material contained in the information sheet, The Why's and How's of Lesson Planning, pp. 6–15, **critique in writing** this plan. It is suggested that you critique each section in turn, indicating strengths as well as weaknesses.

LESSON PLAN

Class: 5th Period

Level: 10th Grade

Date: January 8, 1972

Teacher: Mr. Nelson

Lesson Objective: To acquaint the learner with the techniques for developing an acceptable résumé.

Technique: Lecture

Content Outline:

I. Basic Information

A. Define a résumé

A résumé or personal data sheet is a summary or abbreviated account of a person's **career** and **qualifications** typically used when applying for a position.

B. Indicate why a résumé is important

Since an employer may grant personal interviews to the best-qualified applicants, a well-written résumé may be your only opportunity to secure employment. The résumé must convey to the prospective employer that you have abilities that meet his firm's needs.

II. Résumé Content

A. Personal information

1. Name
2. Address
3. Telephone number
4. Education
5. Age
6. Weight
7. Height
8. Health
9. Marital status

B. Subjects studied relating to desired employment.

C. Student activities.

D. Special skills

E. Work experience

F. References

Summary: Question and Answer

Key Questions: What is a résumé?
Why is a résumé important?
What six items must be contained in a résumé? Why?

Homework Assignment: Have students develop their own résumés.

Evaluation: Teacher will judge if résumés contain appropriate information.

Resources: None

NOTES

Compare your completed written critique of the Lesson Plan with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

There is a stated objective, but the objective is not stated in terms of student behavior. Furthermore, neither the conditions nor the criteria are included in the objective.

The introduction has been overlooked completely; thus, no orientation or motivation is provided.

The technique selected and the content outline are passible. However, a combination of techniques and some provision for student involvement would be preferable. The content outline is appropriate to the lecture method.

The learning experience in which students can apply what they've learned is the homework assignment. You may have noted that this is a questionable application activity in that these students have "heard" about résumés, but have never been shown a sample. Based on the type of lesson given, it would probably be preferable for them to make their initial attempts in class with the teacher available.

The summary is included, and provision is made for student involvement. However, the students have just sat passively through a lecture. This summary could encourage them to parrot back what they've heard since it follows the content outline so closely. The summary fails to specifically relate what has happened in the lesson to the lesson objectives.

The evaluation method is provided, but it is too vague to be measurable. What criteria will this teacher use to judge the résumés? How does he know what is "appropriate"?

A resources category is included, but no resources were used. Resources should have been used. At the very least, sample résumés should have been provided, or students should have been given information regarding where they could locate samples. The lecture could have been enhanced by the use of a transparency of a sample résumé. Too little of the students' senses are utilized; they get to exercise only their ears up until the summary.

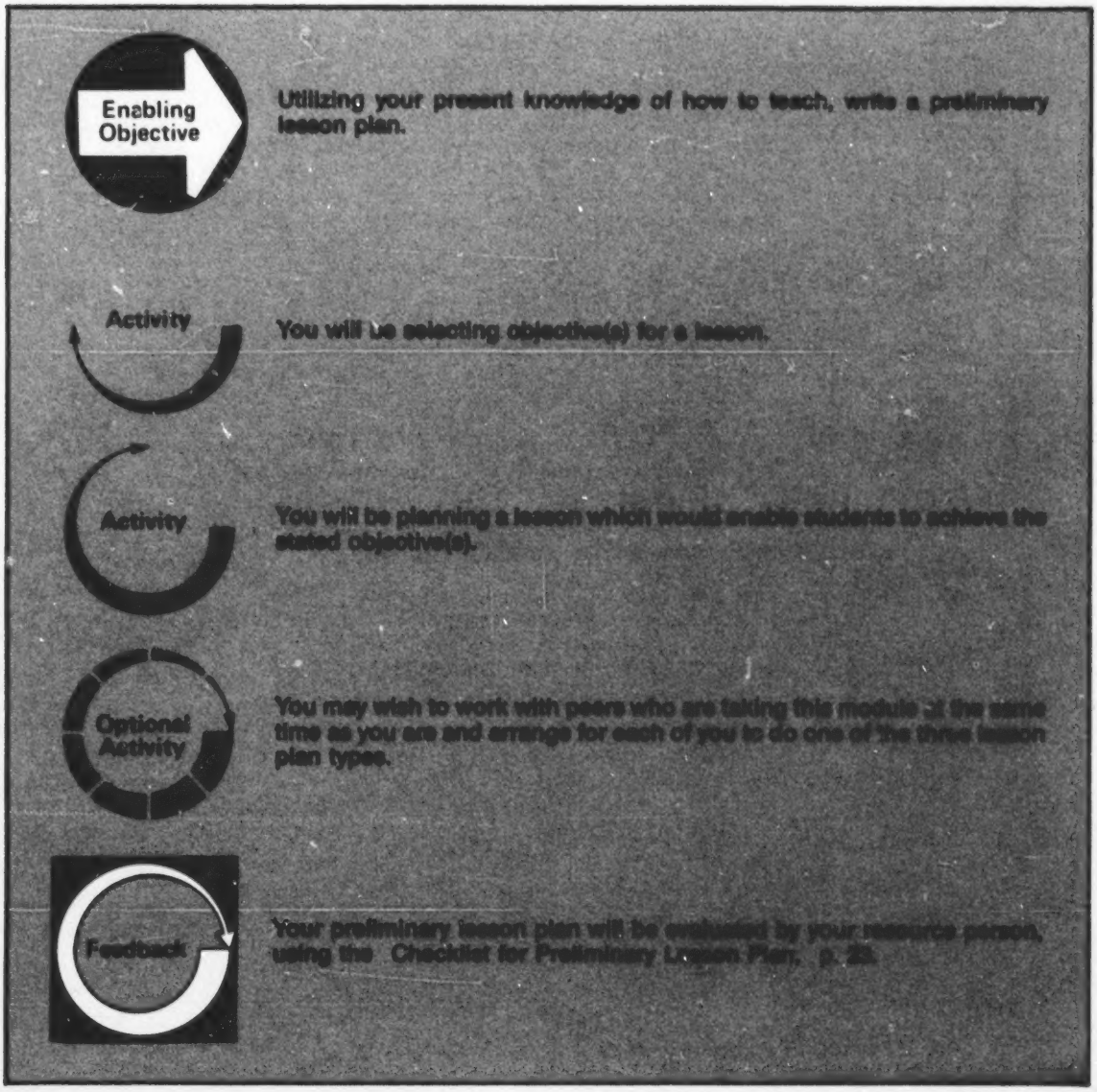
Finally, there is no indication of the time involved for activities, nor is space provided for the teacher to make evaluative notes on the plan's success, nor does the plan seem to provide for individual differences.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Why's and How's of Lesson Planning, pp. 6–15, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW


Enabling Objective
Utilizing your present knowledge of how to teach, write a preliminary lesson plan.
Activity
You will be selecting objective(s) for a lesson.
Activity
You will be planning a lesson which would enable students to achieve the stated objective(s).
Optional Activity
You may wish to work with peers who are taking this module at the same time as you are and arrange for each of you to do one of the three lesson plan types.
Feedback
Your preliminary lesson plan will be evaluated by your resource person, using the Checklist for Preliminary Lesson Plan, p. 25.

Every lesson plan is built around one or more student performance objectives. At this point, you need to select the objective(s) of the lesson you will be planning. To do this, you may select from any unit plan objectives you may have developed, or you may select another objective(s), with the permission of your resource person. Remember, unit plan objectives are usually more **general** than daily lesson objectives; if you select from unit plan objectives you developed, these objective(s) may need refinement.

You are now ready to plan, in writing, a lesson that will enable students to achieve the objective(s) you selected. Your lesson plan should include all necessary information. Check with your resource person to see if he or she has a specific lesson plan format for you to follow.

If you can locate two peers who are completing this module at the same time as you are, you may wish to arrange for each of you to concentrate on developing one of the three types of lesson plans: informational, manipulative skill, and problem-solving. You could then share and discuss your results and have samples of all three types available for future reference.

After you have developed your preliminary lesson plan, arrange to have your resource person review and evaluate your plan. Give him/her the Checklist for Preliminary Lesson Plan, p. 23, to use in evaluating your work.

CHECKLIST FOR PRELIMINARY LESSON PLAN

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. There is a stated **objective** in the plan	☐	☐	☐	☐
2. The objective is stated in terms of a single student behavior	☐	☐	☐	☐
3. The objective contains the conditions under which the objective will be achieved, and the criteria via which achievement will be measured	☐	☐	☐	☐
4. There is an **introduction**	☐	☐	☐	☐
5. The introduction contains information or techniques meant to motivate students and orient them to the lesson objective	☐	☐	☐	☐
6. There is a statement in the plan indicating what **methods, techniques,** or **learning experiences** will be used to help students achieve the lesson objective	☐	☐	☐	☐
7. Students are given an opportunity to apply what they learned	☐	☐	☐	☐
8. The necessary **content** for the methods selected (i.e., key questions, information outline, step-by-step procedures) is included in the plan	☐	☐	☐	☐
9. There is a **summary**	☐	☐	☐	☐
10. The summary contains information or techniques meant to pull loose ends together, restate major points, and relate the lesson to the objective	☐	☐	☐	☐
11. A method of **evaluation** is provided	☐	☐	☐	☐
12. **Resources** are included in the plan	☐	☐	☐	☐

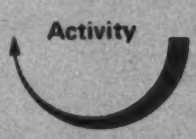
LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience III

OVERVIEW

During the remainder of your teacher training experience, complete a minimum number of modules containing those skills necessary to write effective daily lesson plans.



You will be reading the list of Modules Related to Lesson Planning, p. 26.

You will be determining with your resource person the specific modules you will need to complete, listing those modules on the Record Form, p. 27, and completing those modules during tho remainder of your teacher training experience.

You will be submitting the Record Form to your resource person when you have completed all the modules listed on the form.

At this point you have learned how to write a sketchy lesson plan. In order to write a really thorough and effective lesson plan, you will need to know how to **develop** each of the lesson plan components. For example, when you get to the development section of your lesson plan, you will not be able to select the most appropriate teaching technique if you are not well-versed in the great variety of techniques available to you. The modules listed below contain many of the competencies you will need in lesson planning. Please read through the list of modules below.

MODULES RELATED TO LESSON PLANNING

Objectives
- Develop a Course of Study A–8
- Conduct an Occupational Analysis A–7
- Develop Long-Range Program Plans A–9
- Determine Needs and Interests of Students B–1
- Develop Student Performance Objectives B–2

Introduction
- Introduce a Lesson C–10

Summary
- Summarize a Lesson C–11

Evaluation
- Establish Student Performance Criteria D–1
- Assess Student Performance: Knowledge D–2
- Assess Student Performance: Attitudes D–3
- Assess Student Performance: Skills D–4
- Evaluate Your Instructional Effectiveness D–6

Individualization
- Provide Instruction for Slower and More Capable Learners C–14
- Individualize Instruction C–18
- Gather Student Data Using Formal Data-Collection Techniques F–1
- Gather Student Data Through Personal Contacts F–2

Resources, Techniques, Learning Experiences
- Select Student Instructional Materials B–5
- Prepare Teacher-Made Instructional Materials B–6
- Direct Field Trips C–1
- Conduct Group Discussions, Panel Discussions, and Symposiums C–2
- Employ Brainstorming, Buzz Group, and Question Box Techniques C–3
- Direct Students in Instructing Other Students C–4
- Employ Simulation Techniques C–5
- Guide Student Study C–6
- Direct Student Laboratory Experience C–7
- Direct Students in Applying Problem-Solving Techniques C–8
- Employ the Project Method C–9
- Employ Oral Questioning Techniques C–12
- Employ Reinforcement Techniques C–13
- Present an Illustrated Talk C–15
- Demonstrate a Manipulative Skill C–16
- Demonstrate a Concept or Principle C–17
- Employ the Team Teaching Approach C–19
- Use Subject Matter Experts to Present Information C–20
- Prepare Bulletin Boards and Exhibits C–21
- Present Information with Models, Real Objects, and Flannel Boards C–22
- Present Information with Overhead and Opaque Materials C–23
- Present Information with Filmstrips and Slides C–24
- Present Information with Films C–25
- Present Information with Audio Recordings C–26
- Present Information with Televised and Videotaped Materials C–27
- Employ Programmed Instruction C–28
- Present Information with the Chalkboard and Flip Chart C–29

With your resource person, decide which modules you will need to complete to acquire the competency necessary to write a detailed lesson plan. Then list the titles of those modules on the Record Form below. You may wish to sequence these module titles in the order in which you will be doing them. Then, proceed to complete these modules, recording the date started and the date completed.

RECORD FORM

Your Name _____ Date _____

Modules Needed	Date Started	Date Completed

There is no formal feedback device for this learning experience. When you have successfully completed all the modules on your Record Form, submit the form to your resource person for verification before proceeding to the final learning experience.

NOTES

Learning Experience IV

FINAL EXPERIENCE

While working in an actual school situation*, develop a lesson plan.

Select a topic in your occupational specialty, and develop a well-formulated and complete lesson plan for a class you are responsible for teaching. This will include—

- determining the student performance objectives to be achieved
- developing a lesson introduction
- selecting lesson methods, techniques, and learning experiences
- developing lesson content
- selecting resources and materials
- developing a lesson summary
- selecting evaluation methods

After you have developed your final lesson plan, arrange to have your resource person review your plan.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing a lesson plan.

This is a planning module and, therefore, it is your planning ability only that is being evaluated. However, even when advanced planning has been correctly and completely done, the real test of a plan's effectiveness ultimately comes when you try to teach from it. Therefore, you may wish to submit the plan you devised to the ultimate test by teaching an actual lesson using that plan.

* For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a Lesson Plan (B–4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The overall plan:						
1. is written in a clear and understandable manner ...	☐	☐	☐	☐	☐	☐
2. allows for flexibility	☐	☐	☐	☐	☐	☐
3. is practical (can be carried out in an actual school situation)	☐	☐	☐	☐	☐	☐
4. is geared to the level of the students for which it was prepared	☐	☐	☐	☐	☐	☐
5. includes provisions for individualization	☐	☐	☐	☐	☐	☐
6. indicates the time allotted for each activity	☐	☐	☐	☐	☐	☐
7. includes the use of supportive or illustrative audio or visual aids	☐	☐	☐	☐	☐	☐
With respect to the objective(s):						
8. they are stated in terms of student behavior	☐	☐	☐	☐	☐	☐
9. the conditions for performance are specified	☐	☐	☐	☐	☐	☐
10. the criteria for measuring performance are specified ..	☐	☐	☐	☐	☐	☐
11. the lesson objectives are based on unit objectives ...	☐	☐	☐	☐	☐	☐
12. each statement contains only one objective	☐	☐	☐	☐	☐	☐
13. each statement is clear, concise, and easily understood	☐	☐	☐	☐	☐	☐
With respect to the introduction:						
14. students are oriented to:						
a. the lesson objectives	☐	☐	☐	☐	☐	☐
b. how the objectives relate to them	☐	☐	☐	☐	☐	☐
c. how the objectives relate to past classroom experience	☐	☐	☐	☐	☐	☐
d. how the objectives will be accomplished	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
15. motivational and/or attention-getting devices are included	☐	☐	☐	☐	☐	☐
16. provision is made for student involvement	☐	☐	☐	☐	☐	☐
With respect to methods, techniques, and learning experiences:						
17. each of these was selected on the basis of the lesson objectives, and the type of performance they specified	☐	☐	☐	☐	☐	☐
18. students are provided with opportunities to apply what they learned	☐	☐	☐	☐	☐	☐
19. selection was influenced by available resources and facilities, both in class and on the job	☐	☐	☐	☐	☐	☐
20. selection was based on student needs, interests, and abilities	☐	☐	☐	☐	☐	☐
With respect to content:						
21. the content is sufficiently detailed	☐	☐	☐	☐	☐	☐
22. the content includes information necessary for the achievement of the stated objectives	☐	☐	☐	☐	☐	☐
With respect to resources and materials:						
23. necessary tools, equipment, supplies, supplementary material, media, etc., are listed in the plan	☐	☐	☐	☐	☐	☐
With respect to the summary:						
24. provision is made for restating objectives, pulling loose ends together, drawing conclusions, evolving generalizations, and/or reiterating major contents	☐	☐	☐	☐	☐	☐
25. provision is made for student involvement	☐	☐	☐	☐	☐	☐
With respect to evaluation:						
26. evaluative methods were selected on the basis of the stated performance objectives and the type of performance they specified	☐	☐	☐	☐	☐	☐
27. the evaluative criteria were planned and selected cooperatively with students	☐	☐	☐	☐	☐	☐
28. evaluative criteria are based on attributes and performance necessary for entry-level employment	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

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